

# NTC Induction Symposium



# Our Mindset in CA

- General Induction/Mentoring Program overview
- Mentor fidelity, training and accountability

# Program Development and Sustainability

- Program Development Plan and goal setting formative assessment tool (handout)
- Data collection – retention info, grants
- New “inroads” including Educator Effectiveness and the Common Core

# Mentor Forums and Training

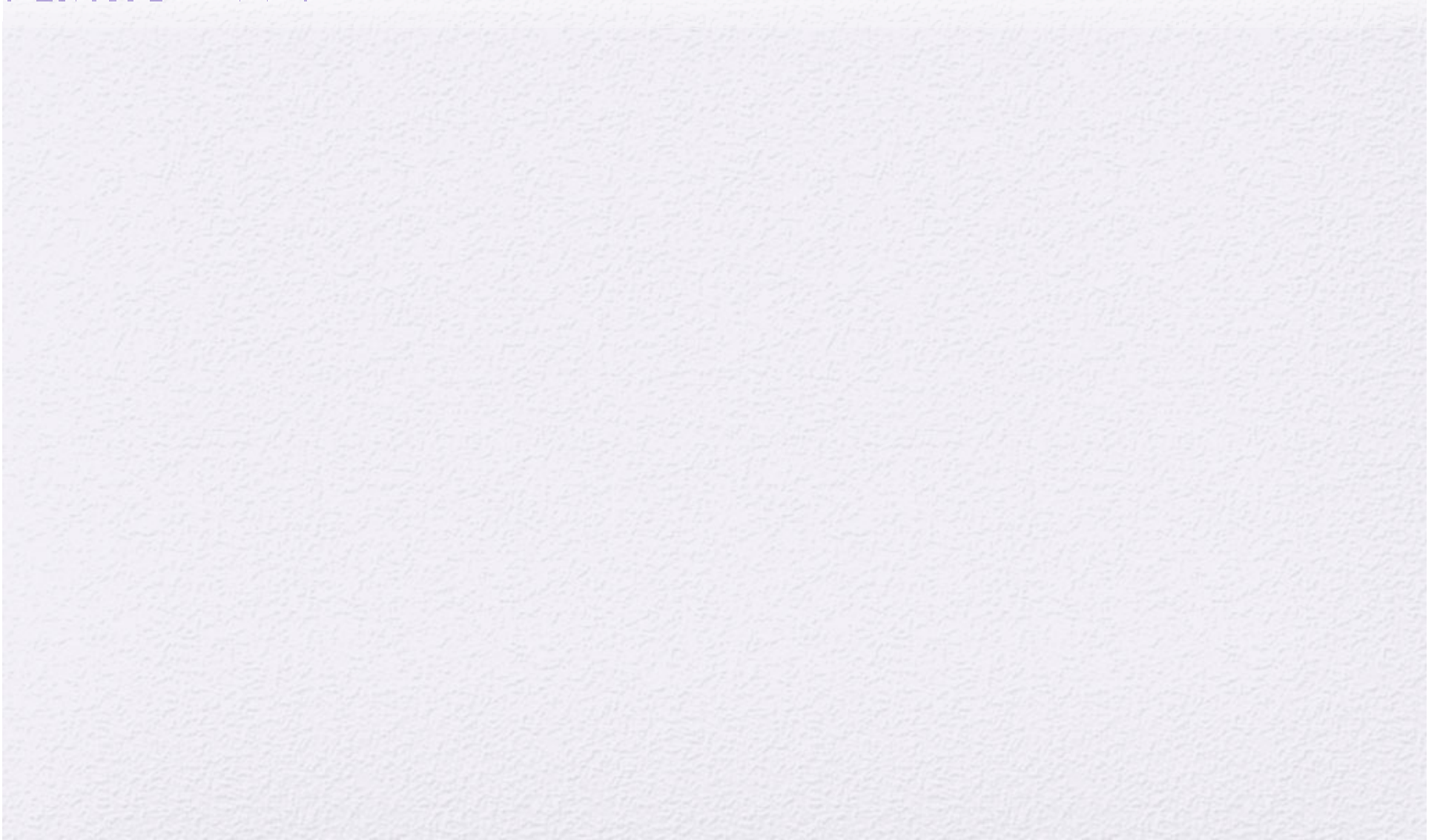
- Program leader as Mentor Coach
- Differentiation – our mentors support BT1, BT2 and new hires with experience
- Topics and [Forum template](#)
- “Scope and Sequence” Needs of Mentors (handout)

# Calibration and Feedback

- To increase collective understanding of mentoring practice in relation to standards
- To ensure consistent interpretation of performance levels on the Continuum of mentor Development
- To ensure consistent messaging to mentors regarding standards and expectations
- To show reliable measures of growth over time

Credit: New Teacher Center - Leveraging Observation to Improve Practice: Calibration and Meaningful Feedback

- Include Voss extra info



# Emotional Development of Teachers

- How do we get new staff to learn their emotional triggers and how that impacts their work with students?
- How do we get mentors to understand their emotional triggers and how does that impact their work with beginning teachers?
- Example
- Handout



- Insert follow-up slide from Voss

# Measuring Impact of Mentoring

Counting Metrics	Program Quality Metrics	Retention Metrics	Practice Metrics	Student Learning Metrics
<b>Data of Implementation</b>		<b>Data of Impact</b>		
<b>Who are we reaching? How well in the program being implemented?</b>		<b>Are we retaining teachers? How is practice becoming more effective? How is student learning improving?</b>		